

## **ELECTRONIC MEDIA PRODUCTION**

### **COURSE DESCRIPTION**

This course is offered in the audio and video technology sub-cluster to students who have completed Media Concepts or obtained instructor's approval. Course content focuses on electronic media production (EMP) technologies utilizing simulated and/or real-life projects. This course centers on production of various EMP products, including, commercials, news, music, interactive, and industrial programming. The student will gain valuable insight into the many facets of EMP production, including, but not limited to concept creation, scripting, sound design, visual design, engineering, editing, budgeting, and producing, as well as exploring some of the latest advances in industry technology. Upon completion of this course, students will be prepared to pursue advanced coursework.

**Prerequisite:** Media Concepts

**Recommended Credits:** 2-3

**Grade Levels:** 10<sup>th</sup>-11<sup>th</sup>

**Note:** Standards 1-9 apply for 2 credits. Standard 10 applies for an additional credit.  
All work based learning guidelines must be followed to receive the third credit.

<p><b>ELECTRONIC MEDIA PRODUCTION STANDARDS</b></p>
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- 1.0 Students will demonstrate the ability to communicate effectively through oral, written, and visual expression.
- 2.0 Students will analyze how funding affects the media industry.
- 3.0 Students will interpret and evaluate various media presentations within their context.
- 4.0 Students will demonstrate the ability to conceptualize, develop, and present an idea.
- 5.0 Students will analyze environmental conditions and select appropriate equipment for the application.
- 6.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.
- 7.0 Students will practice all aspects of safety procedures.
- 8.0 Students will operate within an environment structured after current media industry standards.
- 9.0 Students will demonstrate an understanding of ethics in the industry.
- 10.0 Students will analyze how electronic media production principles are applied through a specific work-based learning experience.

## **ELECTRONIC MEDIA PRODUCTION**

### **STANDARD 1.0**

Students will demonstrate the ability to communicate effectively through oral, written, and visual expression.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1 Examine different occupational careers in electronic media production (EMP) and/or related fields.
- 1.2 Evaluate various types of production scripts and their use.
- 1.3 Analyze the six types of commercials in the U.S.
- 1.4 Apply industry terminology.
- 1.5 Illustrate the development process for interactive programs.
- 1.6 Analyze personal appearance, movement, and speech techniques for video-based productions.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 1.1 Uses standard flow chart diagrams to create a personnel chart.
- 1.2.A Demonstrates ethical behavior in what is written, spoken, or presented in an audio/visual manner.
- 1.2.B Writes production scripts for various types of programming.
- 1.3 Compares and contrasts the six types of commercials in the U.S.
- 1.4.A Illustrates verbal commands given by directors during a production using correct terminology.
- 1.4.B Uses proper diction and pronunciation.
- 1.4.C Demonstrates personal appearance, movement, and speech using video/audio tape.
- 1.5.A Sketches a chart of production staff personnel positions and responsibilities.
- 1.5.B Creates an edit decision list.
- 1.5.C Assumes roles of director and give commands clearly, concisely, and using correct terminology.
- 1.6 Critiques productions and addresses various types and styles of personal appearance, movement, and speech techniques.

### **SAMPLE PERFORMANCE TASK**

- Develop a role and responsibility list for a recording studio production staff.
- Demonstrate the connection between standard audio production elements.
- Use non-linear editing computer programs to create audio/video productions.

- Examine a production mix cue sheet and interpret the markings using industry standard speech.
- Demonstrate ethical behavior in what is written, spoken, or presented in an audio/video manner.
- Given the product data the student will prepare a script using two of the six writing styles.
- Set goals and strategies to develop techniques and styles in personal appearance, movement, and speech.

### **INTEGRATION LINKAGES**

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## **ELECTRONIC MEDIA PRODUCTION**

### **STANDARD 2.0**

Students will analyze how funding affects the media industry.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1 Differentiate between commercial announcements and program underwriting statements.
- 2.2 Appraise the duties of the sales department.
- 2.3 Question the value of “Q” to station income.
- 2.4 Interpret the budget considerations for various types of EMP.
- 2.5 Interpret success for an Internet Web site.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 2.1.A Distinguishes the funding sources for commercial, non-commercial, cable entities.
- 2.1.B Compares and contrasts the differences and similarities of commercials and underwriting statements.
- 2.1.C Compares and contrasts advantages and limitations relating to underwriting statements.
- 2.2 Compares and contrasts the effects of funding and funding sources on program quality.
- 2.3 Surveys and establishes “Q” factor for local station personnel.
- 2.4.A Establishes a budget for a media campaign using local rate cards.
- 2.4.B Creates a profit/loss statement for a electronic media entity.
- 2.5.A Appraises sources of income and expenses for Internet Web sites.
- 2.5.B Evaluates several Internet Web sites based upon the service and income sources.

### **SAMPLE PERFORMANCE TASK**

- Write an underwriting statement for the funding source of a non-commercial program.
- Chart the advantages and limitations of underwriting statements.

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## **ELECTRONIC MEDIA PRODUCTION**

### **STANDARD 3.0**

Students will interpret and evaluate various media presentations within their context.

### **LEARNING EXPECTATIONS**

The student will:

- 3.1 Evaluate effectiveness of program elements of final production.
- 3.2 Analyze the diversity of digital resources for editing.
- 3.3 Demonstrate understanding of synchronization.
- 3.4 Analyze and demonstrate lighting principles.
- 3.5 Demonstrate understanding of the computer process to create a graphic.
- 3.6 Analyze the difference between linear and branching programs.
- 3.7 Distinguish between types of cameras and image sources.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 3.1 Distinguishes editing processes for electronic media and the differences between them.
- 3.2.A Describes linear and non-linear editing processes.
- 3.2.B Demonstrates and edits audio using programs similar to SAW and ProTools.
- 3.2.C Demonstrates and edits video using programs similar to I-Finish, Avid, and Final Cut Pro.
- 3.2.D Illustrates the basic functions of an editing system.
- 3.3 Demonstrates the application of synchronization of music, voice over, natural sound and video into a unified project.
- 3.4 Utilizes standard studio and remote lighting techniques to light the talent and to create a mood needed by the program.
- 3.5.A Creates and edits images and documents for electronic media using programs similar to Photoshop, Corel Draw, and Director, HTML, Frontpage, or most current programs.
- 3.5.B Imports images and documents from computer programs into a finished presentation or program.
- 3.6.A Develops a linear computer-based program.
- 3.6.B Develops a branching computer-based program.
- 3.7.A Compares and contrasts types of cameras and determine the purpose of each.
- 3.7.B Identifies image sources.
- 3.7.C Differentiates between consumer, industrial, and broadcast equipment.

### **SAMPLE PERFORMANCE TASK**

- Using a teacher-created evaluation form, rate the program elements in a program.
- Create a diagram comparing the linear and non-linear editing process.
- Edit a 30 second commercial or public service announcement (PSA) using the SAW or ProTools computer program.
- Edit a 30 second commercial or public service announcement (PSA) using the I-Finish, Avid, or Final Cut Pro computer program.
- Create and edit an image in Photoshop.
- Create and edit an image in Corel Draw.
- Create and edit a presentation in Director.
- Import computer generated images and documents in a presentation or program.
- Create linear and branching computer-based programs.
- Using tech sheets to compare similar video imaging sources.

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## **ELECTRONIC MEDIA PRODUCTION**

### **STANDARD 4.0**

Students will demonstrate the ability to conceptualize, develop, and present an idea.

### **LEARNING EXPECTATIONS:**

The student will:

- 4.1 Evaluate the three stages of production: pre-production, production, post-production.
- 4.2 Demonstrate knowledge of picture composition.
- 4.3 Use production techniques to present an idea or to establish a mood.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 4.1.A Employs pre-production planning and conduct meetings to familiarize crew with project.
- 4.1.B Demonstrates production techniques and activities.
- 4.1.C Finalizes the project using post-production techniques.
- 4.2.A Compares and contrasts the composition of two or more images.
- 4.2.B Inventories and examines camera operations.
- 4.2.C Differentiates between the various styles of picture composition and camera operations to achieve the styles.
- 4.2.D Differentiates between ENG and studio camera operations.
- 4.3.A Illustrates the placement of talent, set, lights, and cameras.
- 4.3.B Develops an audio script with cues for effects.
- 4.3.C Creates a “location” within the studio.
- 4.3.D Uses voice and effects to create a mental image.
- 4.3.E Uses camera placement and moves to create visual moods.

### **SAMPLE PERFORMANCE TASK**

- Practice the set-up and operation of cameras during mock ENG and studio productions.
- Practice the roles of a production team for pre-production, production, and post-production.
- Determine the responsibilities of all members of a production crew.
- Practice recording images using various composition styles.
- Develop short audio segments using techniques to establish various moods.

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## **ELECTRONIC MEDIA PRODUCTION**

### **STANDARD 5.0**

Students will analyze environmental conditions and select appropriate equipment for the application.

### **LEARNING EXPECTATIONS:**

The student will:

- 5.1 Categorize basic equipment used for EMP.
- 5.2 Appraise computers and related peripheral images and media devices.
- 5.3 Interpret techniques for audio production.
- 5.4 Examine the differences and similarities of analog and digital sources (including compressed files).
- 5.5 Analyze lighting equipment.
- 5.6 Interpret video elements (i.e., resolution, formats, etc.).
- 5.7 Chart the process in setting up remote audio/video productions.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 5.1.A Employs techniques in the basic operation and maintenance of audio/video equipment.
- 5.1.B Applies the basic functions of analog and linear editing systems.
- 5.1.C Diagrams cabling for audio/video production.
- 5.1.D Analyzes the various types of microphones, their use, and pickup patterns.
- 5.1.E Distinguishes between the various types of cables and connectors used.
- 5.2.A Operates a computer and related peripheral image and media devices.
- 5.2.B Practices operation of peripherals (i.e., switcher, computer graphics, video effects, etc.).
- 5.3.A Demonstrates techniques required for different types of audio performance and recordings.
- 5.3.B Applies knowledge of audio techniques for audio production.
- 5.4 Differentiates between analog and digital sources (including compressed files).
- 5.5 Demonstrates lighting techniques using various types of lighting equipment.
- 5.6 Demonstrates knowledge of video elements (i.e., resolution, formats, etc.).
- 5.7 Demonstrates the ability to set up remote audio/video productions.

### **SAMPLE PERFORMANCE TASK**

- Develop a catalog of equipment available for studio use.
- Light a one-on-one interview.
- Edit a public service announcement (PSA) using a computer editing system.

- Identify cables and microphones by type and use.
- Develop a list of equipment required for remote production.
- Analyze lighting in a typical television game show.
- Use a camera to videotape original footage for a public service announcement (PSA).
- Connect equipment for remote production.

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## **ELECTRONIC MEDIA PRODUCTION**

### **STANDARD 6.0**

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

### **LEARNING EXPECTATIONS:**

The student will:

- 6.1 Explore the knowledge and skills required for career opportunities in the electronic media production (EMP) industry.
- 6.2 Understand work ethics related to completing activities in the electronic media production (EMP) industry.
- 6.3 Demonstrate dignity in work.
- 6.4 Evaluate school, community, and workplace situations by applying problem-solving and decision-making skills.
- 6.5 Demonstrate the ability to work professionally with others.
- 6.6 Participate in SkillsUSA-VICA as an integral part of classroom instruction.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 6.1 Searches and locates information about career opportunities in the electronic media production (EMP) industry.
- 6.2 Prepares an employment portfolio.
- 6.3 Develops appropriate interpersonal skills necessary for obtaining employment in the electronic media production (EMP) industry and participates in SkillsUSA-VICA events.
- 6.4 Demonstrates employability skills.
- 6.5 Interviews and shadows incumbents of positions in the electronic media production (EMP) industry.
- 6.6 Serves on committees and develops teamwork skills.

### **SAMPLE PERFORMANCE TASK**

- Create a written portfolio.
- Develop demo/audition tape or interactive CD-ROM.
- Shadow and report on a member of the local EMP community.
- Create a document outlining regional and career opportunities.
- Participate in SkillsUSA-VICA programs and contests at local, regional, and state levels.

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## **ELECTRONIC MEDIA PRODUCTION**

### **STANDARD 7.0**

Students will practice all aspects of safety procedures.

### **LEARNING EXPECTATIONS:**

The student will:

- 7.1 Demonstrate safe work habits and procedures related to the electronic media production (EMP) industry.
- 7.2 Apply Occupational Safety and Health Administration (OSHA) standards to the electronic media production (EMP) industry.
- 7.3 Analyze potential safety issues related to interaction with the public.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 7.1 Identifies electrical, mechanical and personal safety issues.
- 7.2.A Distinguishes work-related chemicals and hazardous materials.
- 7.2.B Examines health-related problems, which may result from exposure to work related chemicals and hazardous materials.
- 7.2.C Discusses chemical waste and hazardous material removal.
- 7.2.D Demonstrates safe storage of chemicals and hazardous materials.
- 7.3.A Charts potential safety issues related to interaction with the public.
- 7.3.B Demonstrates various techniques for conflict resolution.

### **SAMPLE PERFORMANCE TASK**

- Conduct a safety inspection of the studio and remote sites.
- Inspect and report on potential safety problems in the studio.
- Identify and report on potential safety problems in remote locations.
- Demonstrate safe procedures in using equipment.

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## **ELECTRONIC MEDIA PRODUCTION**

### **STANDARD 8.0**

Students will operate within an environment structured after current media industry standards.

### **LEARNING EXPECTATIONS**

The student will:

- 8.1 Solve EMP problems utilizing materials, time, facilities and human resources.
- 8.2 Evaluate production goals and objectives.
- 8.3 Evaluate production team roles.
- 8.4 Execute a basic recording session.
- 8.5 Formulate trouble-shooting procedures.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 8.1 Eliminates EMP problems through preplanning and organization skills.
- 8.2.A Categorizes production goals and objectives.
- 8.2.B Conducts an audience analysis.
- 8.2.C Sets budget criteria.
- 8.2.D Presents a proposal for a production, including time constraints, crew and equipment requirements, and script and story board development.
- 8.2.E Completes a remote site survey.
- 8.3.A Charts production team roles.
- 8.3.B Provides a quality performance as part of a team.
- 8.3.C Adapts editing skills to various delivery platforms.
- 8.4 Applies audio principles to execute a basic recording session.
- 8.5.A Demonstrates use of basic electronic test equipment.
- 8.5.B Demonstrates trouble-shooting technical production procedures.

### **SAMPLE PERFORMANCE TASK**

- Diagram a pre-production meeting and all aspects of a live production.
- Demonstrate camera techniques.
- Construct graphics for live productions.
- Prepare a written script within a specified guideline and timeframe.

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## **ELECTRONIC MEDIA PRODUCTION**

### **STANDARD 9.0**

Students will demonstrate an understanding of ethics in the industry.

### **LEARNING EXPECTATIONS:**

The student will:

- 9.1 Research roles, professional conduct, and certifications in the electronic media production industry (EMP).
- 9.2 Research and follow copyright laws.
- 9.3 Identify the need for contracts, legal release forms, and permits.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 9.1.A Exhibits professional conduct in the classroom and work environment.
- 9.1.B Relates professional conduct around issues such as copyright, Internet material, and privacy.
- 9.1.C Interprets certifications in the electronic media production industry (EMP).
- 9.2.A Analyzes and follows copyright laws.
- 9.2.B Illustrates the legal implications for violations of related laws.
- 9.3 Debates the need for contracts, legal release forms, and permits.

### **SAMPLE PERFORMANCE TASK**

- Develop a list of industry certifications and compare their requirements and job opportunities.
- Prepare a standard release form for the school system.
- Dramatize the differences between good and bad ethics.
- Develop a role-playing program and discuss an ethical problem between the industry and those outside.
- Debate professional conduct issues relating to legalities.

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## **ELECTRONIC MEDIA PRODUCTION**

### **STANDARD 10.0**

Students will analyze how electronic media production principles are applied through a specific work-based learning experience.

### **LEARNING EXPECTATIONS:**

The student will:

- 10.1 Analyze the opportunity and advantages of working in EMP opportunities through work-based learning.
- 10.2 Apply principles of the electronic media production industry (EMP) to a work-based situation.
- 10.3 Integrate time management principles in organizing his/her schedule to include home, school, work, social, and other activities.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 10.1.A Evaluates projects and identify possible ramifications of the individual's behavior for the organization, other employees, and the employee him/herself.
- 10.1.B Examines employment site and apply personal values to work situations.
- 10.1.C Lists critical job-retention skills.
- 10.1.D Prepares for employee evaluations.
- 10.2 Evaluates school, social, and workplace situations and apply problem-solving and decision-making skills to develop a work schedule.
- 10.3.A Demonstrates leadership skills through exhibiting characteristics of integrity and pride in work.
- 10.3.B Applies professional conduct strategies to work-based learning issues.
- 10.3.C Evaluates and applies principles of ethics as they relate to the work-based experience.

### **SAMPLE PERFORMANCE TASK**

- Prepare a personal work schedule to fit social, school, and work-base learning activities into a workable life.
- Using an employee review document, teams will discuss the possible job behavior that might have resulted in positive or negative results within an evaluation.
- Explain how performance evaluations relate to salary and promotions.
- Describe strategies for balancing personal and career responsibilities and needs.

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